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ABSTRACT

A practicum addressed second graders' negative attitudes and habits toward recreational reading. Students were not reading for pleasure at school or at home. A recreational reading program, which used a variety of thematic units, was implemented. Subjects were 20 second graders (mostly Hispanics) in an inner city school. Several innovative teaching strategies were integrated into the practicum. The problem was documented by administering student pre-attitudinal reading surveys, parent home reading surveys, and student reading graphs. The amount of library books approached in the classroom library was documented. Eight thematic units were developed and numerous works of children's literature based on interest inventories were used. Analysis of the data revealed that the majority of the students improved their attitudes and habits toward recreational reading. Students approached more books located in the classroom library. These individuals spent more time reading for pleasure at school and home. Parents were aware of the importance of reading with and to their child on a regular basis. (Contains 59 references, 4 tables, and 2 figures of data. Appendixes present survey instruments, an interest inventory, thematic resources, letters to parents, and a Spanish family guide to reading together.) (RS)

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Improving Attitudes and Habits Toward Recreational Reading in Second Graders by Thematic Teaching

by

Kathleen Meleskie-Lippert

Cluster 56

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education.

Nova Southeastern University

1995

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Kathleen Meleskie-Lippert under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

Aug. 9 1995
Date of Final Approval of Report

Wm. J. Anderson
William Anderson, Ed.D., Advisor

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ABSTRACT

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The problem addressed in this practicum was students in second grade had negative attitudes and habits toward recreational reading. Students were not reading for pleasure at school nor at home. The writer implemented a recreational reading program utilizing a variety of thematic units. Several innovative teaching strategies were integrated into this practicum.

The writer documented the problem by administering student pre-attitudinal reading surveys, parent home reading surveys, and student reading graphs. The writer documented the amount of library books approached in the classroom library, also. The writer developed eight thematic units and utilized a plethora of children's literature based on interest inventories that was developmentally appropriate for second grade.

Analysis of the data revealed that the majority of the students improved their attitudes and habits toward recreational reading. Students approached more books located in the classroom library. These individuals spent more time reading for pleasure at school and home. Parents were aware of the importance of reading with and to their child on a regular basis.

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CHAPTER I

INTRODUCTION

Description of Community

This practicum took place in an inner-city elementary school located in an urban area in the Midwest. This school is a part of a large school district within the city. The writer works in an area where poverty, violence, crime, and gang activity are prevalent problems.

Despite the gang-plagued neighborhood, this school's multicolored brick facade is nearly free of graffiti. Bright colors, bold geometric shapes, and pyramids are observed while exploring the corridors, vestibules, and classrooms. A translucent fiberglass pyramid skylight located in the library is a distinguishable unique feature, also. The extraordinary architectural design exemplifies an image that learning can be fun.

This three-story building with classrooms on just one side of the hallways as opposed to a conventional double-loaded corridor houses approximately 800 students. Originally, the school was built to accommodate 550 students. The overcrowded state of each classroom is a dilemma the faculty and students contend with each day.

Forty percent of the students who attend this school transfer from Mexico; therefore, enrollment is growing. The average class size at the primary level is approximately 30 students. The intermediate and upper levels maintain 35-40 students in each class. Occasionally, students transfer to other schools within the district or to Mexico. This school consists of one preschool, two kindergartens and several classrooms for grades one through eight. There are three monolingual and bilingual classrooms at the second-grade level.

The target population of this practicum was 20 second-grade students who are predominantly Hispanic. Eighteen of the 20 students are Hispanic and two students are Caucasian. Fifteen of the 20 students in the writer's class spoke Spanish and English fluently. Four of the 20 students spoke Spanish fluently and were learning English. Therefore, one student spoke English fluently and was learning Spanish. Thirty of 35 parents spoke both Spanish and English. The other five parents spoke only Spanish.

Ninety-five percent of the students were from a low-socioeconomic background. All of the students attending this school reside in a one-to-five-block radius of the school. Five of the 20 students in this class were residing with only one parent. Ten of the 20 families were not currently employed and were receiving public assistance. Therefore, half of the students in the writer's class came from families who had at least one income.

Parental involvement was not a strength in this community. Many parents whose child was in a monolingual classroom felt intimidated because they did not speak English fluently. Parents found it difficult to become involved in parent and teacher conferences and other school activities because they were working. Moreover, some parents felt that their child's education was not a priority.

Ninety percent of the families living in this community have extended families (grandparents, aunts, and uncles) who currently reside in Mexico. It is customary for students to visit relatives in Mexico during Christmas and summer vacations.

The first and second grades were organized for students to learn all content areas in both English and Spanish. This dual-language approach ensured students would learn both languages fluently. Although students were learning in both languages, they learned Language Arts in their most proficient language.

Writer's Work Setting and Role

The writer teaches second grade in a self-contained classroom in this elementary school. As a second-grade teacher, the writer's responsibilities include: preparing daily lesson plans, teaching content-area subjects, communicating effectively with parents, planning assemblies, maintaining accurate attendance, grade books, and other

records, correcting papers, attending staff development and faculty meetings.

The writer is an active member of the Professional Personnel Action Committee, which involves meeting bi-weekly to discuss curriculum needs, student assessment, educational issues, discipline procedures, and school-improvement plans. In addition, the writer is actively involved with the Dual-Language, Technology, and Social Committees.

The writer's qualifications for her present position include a Master's degree in Education. Her professional experiences include nine years as an elementary teacher.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Students in this second-grade class had negative attitudes and habits toward recreational reading. These students were not reading during their leisure time at school nor at home. The writer had frequently observed students participating in a variety of activities such as coloring, playing games, conversing with other students, and illustrating pictures during their leisure time at school. Although the writer encouraged the students to engage in these activities, it was equally important for students to spend time reading during their leisure time, also.

The writer informally asked each student if there were books available at home for them to peruse. Many students responded that there were no books for them to read at home. Based on this information, the writer ascertained that many students were not reading at home.

The population being affected by this problem was the students themselves. Individuals who had adverse attitudes toward reading failed to read; therefore, they were

depriving themselves of a plethora of information, knowledge, and the pleasure of reading.

In the past, due to the absence of a librarian, students were not allowed to borrow books from the library. While visiting the library, students would often attempt to read books that were not developmentally appropriate. Frequently, literature was selected for the students as opposed to giving students a choice of what to read. Furthermore, many of the educators in the writer's school did not encourage their students to engage in recreational reading during school or at home.

Briefly stated then, the problem is: students in the writer's second-grade class had negative attitudes and habits toward recreational reading.

Problem Documentation

Evidence of the problem was supported by student pre-reading attitude surveys, pre-parent home reading surveys, student library books, and student reading graphs. The following information explains the evidence that supported the problem.

The writer administered the pre-Garfield Reading Attitude Survey to all 20 students (Appendix A). McKenna and Kear (1990) designed and administered this attitudinal survey to students in grades one through six. Therefore, the writer believed this was a valid instrument to measure students' attitudes toward recreational reading. Only seven

of 20 students who returned the survey scored at or above the norm which indicated they had negative attitudes toward reading. Thirteen students scored lower than the norm of 30 on this reading attitude survey. Individual results of the pre-Garfield Reading Attitude Survey are included (see Table 1). The writer read orally all 10 questions to the students. Students colored the Garfield character that indicated how they felt about a specific statement. Students could choose the options very happy, happy, sad, or very sad. All the surveys were completed and returned.

Table 1
PRE-GARFIELD READING ATTITUDE SURVEY RESULTS

Student	Raw Score
1	26
2	32
3	35
4	22
5	23
6	28
7	37
8	25
9	23
10	30
11	22
12	40
13	32
14	27
15	27
16	31
17	21
18	20
19	26
20	21

The writer sent home reading attitude surveys with the students to give to their parents to complete (Appendix B). Based on the negative responses resulting in a score of less than 10 out of a possible 15 on the pre-Parent Home Reading Survey by 11 parents, reading seemed not to be encouraged at home. Only nine parents' responses resulted in a score of at least 10 on this measure. The results of the pre-Parent Home Reading Survey indicates the number of parent responses to each question (see Table 2). Many of the parents do not read English; therefore, the parent survey was translated into Spanish. Although the writer received all of the parent surveys, 14 letters were sent to remind parents to complete and return the surveys. Moreover, based on a mean score of 8.25 out of a possible 15 on the Parent Home Reading Survey, the literacy support strength value was low.

Table 2 PRE-PARENT HOME READING SURVEY RESULTS

	Once Daily (three points)	2-3 Times a Week (two points)	Once Weekly (one point)	Never (zero points)
Question 1	2	7	8	3
Question 2	3	6	6	5
Question 3	4	5	9	2

	Once a Week (three points)	Once Every 2 Weeks (two points)	Once a Month (one point)	Never (zero points)
Question 4	1	7	10	2

	All of the Time (three points)	Most of the Time (two points)	Occasionally (one point)	Never (zero points)
Question 5	2	5	12	1

As displayed above, each response translates to a particular numerical value.

In addition, the writer collected 100 books for the classroom library. Seventy of these books came from the writer's home. The other 30 books were donated by the current librarian. The average number of books borrowed from the classroom library within a two-week period was 35 of 100. This quantity indicated that many students were not approaching the books nor were they enjoying reading.

The final source of evidence was student reading graphs. The writer demonstrated to the class how to complete an individual reading graph entitled "Kid Graph" (Appendix C). The average amount of time spent on recreational reading was two minutes per day. Parents were asked to sign the bottom of the graph to verify the actual amount of time their child spent reading during his/her leisure time. Each student completed the graph and returned it at the end of the week.

Causative Analysis

There are several reasons that have been identified regarding students' negative attitudes and habits toward recreational reading. The problem can be attributed to the following causes:

Selected reading material chosen by educators may have been difficult and uninteresting. Frequently, students are required to peruse material that is not developmentally appropriate. Students who read material that is not at their comfort level become frustrated and uninterested. In

addition, reading material that is mundane and uninteresting fosters adverse feelings and is detrimental toward reading attitudes (Briggs, 1986).

A primary cause of adverse reading attitudes is that reading is not encouraged in the home. The negative responses resulting in a score of less than 10 out of a possible 15 on the pre-Parent Home Reading Survey by 11 parents was an indication that reading was not encouraged in the home. Parents do influence children's attitudes toward recreaticnal reading (Alexander & Filler).

Harrington (1971) stated that when the home environment is not conducive to reading, children develop minimal interests toward recreational reading. A reading atmosphere should be pleasant, quiet, and free from ridicule and anxiety. A comfortable reading environment is crucial for developing positive reading attitudes and habits.

Relationship of the Problem to the Literature

The literature confirmed the importance of having positive attitudes and habits toward recreational reading. The evidence gathered supports the premise that students have negative attitudes and habits toward recreational reading.

Although attaining adequate cognitive skills is paramount to the reading process, the affective variable referred to as attitude is also an essential component: "Attitudes consist of a system of feelings related to

reading which causes the learner to approach or avoid a reading situation'' (Alexander & Filler, 1976, p. 1). Individuals' predispositions and environments affect their attitudes toward reading.

Briggs (1986) revealed that reading motivation is a persistent problem among students. Students who have little or no motivation to read show symptoms of daydreaming, uncommunicativeness, shyness, or disorderly conduct. According to Rupley, Ash, and Blair (1982), educators struggle to motivate students to engage in reading. In conjunction with developing motivational teaching strategies, it is essential for educators to understand the theories of motivation and how to address these theories when motivating students.

Maggart and Zintz (1992) explained the two types of motivation. Extrinsic motivation involves gaining praise and immediate gratification. Elementary students are more likely to experience this type of motivation; whereas, older students and adults acquire the desire to learn and attain competence which is referred to as intrinsic motivation.

Many students are unmotivated and uninterested in reading. It is seldom that students develop a sincere commitment to reading. Educators and parents find it difficult to teach children to develop a permanent attachment to recreational reading. Acquiring a positive reading attitude is paramount to becoming a life-long reader (Maggart & Zintz, 1992).

Students' attitudes change toward reading as they progress through grades one through six. Parker and Paradis (1986) reported a study that suggests students in grade five develop a positive change in attitudes toward leisure reading. Results indicated no attitudinal changes at the other grade levels. However, the authors stated that females demonstrate more positive attitudes than males in nearly all grade levels except sixth grade.

Concurrently, Lehr (1982) suggested that students are not interested in reading and choose reading as their least favorite leisure-time activity. Many students do not read at all during their leisure time and those who do participate in reading only do so for short periods of time. Students do not value reading as a source of pleasure; however, they do view it as a source of information. Manning and Manning (1984) agreed that students not reading for pleasure is a significant problem area in reading. To augment reading motivation, elementary schools must design a recreational reading program that provides students with the opportunity to read leisurely throughout the day. Hence, as students develop, their thirst for reading proliferates.

Moreover, motivating reluctant readers is a prevalent concern among educators. Students who do not acquire adequate background knowledge and proficient language skills frequently become discouraged when attempting to read. Therefore, it is vital for educators to provide a

stimulating environment that encourages students to become involved in reading (Farr, 1981).

The following causes of the problem have been identified in the literature as contributing to students' negative attitudes and habits toward recreational reading:

According to Alexander and Filler (1976), there is a strong correlation between a poor self-concept and negative reading attitudes. Self-concept is how much a person likes, accepts, and respects oneself overall as a person. This term represents a person's perception of him/herself (Montemayor, Adams, & Gullotta, 1990). To foster positive reading attitudes, it is essential to praise and encourage students' achievements. Contrarily, students who are admonished and ridiculed while reading become discouraged and develop adverse attitudes toward reading.

Students often ask educators and parents why they should read; therefore, they do not understand the importance or rationale for reading. Cunningham (1983) suggested that students do not see the need for reading because they come from environments that do not value reading as a meritable activity. Furthermore, students who have not mastered the process of reading fluently use this avoidance tactic to escape reading. Subsequently, Casteel (1989) proffered that negative reading attitudes of educators influence the attitudes of students. When educators have adverse feelings toward reading it debases

the students' attitudes. Educators who exhibit enthusiasm toward reading provide an environment for eager readers.

According to Carbo (1990), there has been minimal change in reading instruction in the past 20 years. Frequently, reading instruction has been limited to subskills lessons, basal readers, workbooks, and ability grouping. Students associate reading with these primitive instructional strategies; therefore, their feelings about reading are unfavorable. Greaney (1980) confirmed that students from low socio-economic areas read less during leisure time than students from higher socio-economic backgrounds. Children from larger families tend to read fewer books than those from smaller families.

Dwyer and Reed (1989) conveyed that girls have more positive attitudes toward recreational reading than boys. Females tend to peruse books; whereas, males read comics. The most popular times individuals engage in leisure reading is late afternoons, late evenings, and on Sunday mornings.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The writer's goal in this practicum was to design and implement a recreational reading program for second-grade students. The writer expected from students improved reading attitudes and habits toward recreational reading.

Expected Outcomes

This practicum involved 20 second-grade students and the following outcomes were expected to result from the implementation:

1. The number of students who score at or above the norm for second graders on the post-Garfield Reading Attitude Survey will increase from seven to at least 15.

2. Parents' responses to the post-Parent Home Reading Survey will indicate an improvement in their encouragement of reading with an increase from nine to 16, obtaining a score of at least 10 out of a possible 15 on this measure.

3. The mean score on the post-Parent Home Reading Survey will increase from 8.25 to at least 10.3 showing an improvement in literacy support strength value.

4. The average number of books borrowed from the classroom library within a two-week period will increase from 35 to 80.

5. The average amount of time spent in recreational reading per day will increase from two minutes to 10 minutes.

Measurement of Outcomes

The writer utilized the post-Garfield Reading Attitude Survey designed by McKenna and Kear (1990) to assess students' attitudes at the conclusion of the eight-month implementation period (Appendix A). This attitudinal survey was comprised of 10 statements that referred to students' feelings toward recreational reading. Students had alternatives to choose from for their responses. There was no time limit when completing this survey. This instrument was designed to determine whether students' attitudes toward recreational reading had improved.

The post-Parent Home Reading Survey was another evaluation tool (Appendix B). The writer developed this survey to determine if reading was encouraged in the home. The writer asked parents to complete this survey at the conclusion of the implementation. Each response on this survey had been assigned a numerical value from 0-3 indicating its relative contribution to supporting home reading. The maximum possible positive score was 15. These

data were utilized for analyzing the results of this survey. Parents were not informed of the numerical value of statements.

The writer documented the average number of books borrowed from the classroom library. The writer utilized student library cards to determine the average number of books borrowed within a two-week period. Students were encouraged to read these books during their leisure time throughout the day at school. Students were allowed to take the books home, also. However, students were required to return the books if taken home. To determine if there was a significant improvement in reading attitudes and habits, the writer examined the average number of books borrowed periodically throughout the implementation and at the conclusion of this practicum.

A student reading graph entitled "Kid Graph" was utilized to measure the amount of time students spent in recreational reading (Appendix C). This graph was designed for students to complete at home. Parents were asked to become involved in this activity by signing their name at the bottom of the graph to verify the actual amount of time their child spent in recreational reading. Student graphs were completed prior to the implementation, at the midpoint, and the conclusion of this practicum.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Students in the writer's second-grade class had negative attitudes and habits toward recreational reading. These students were not reading during their leisure time. There are a multitude of possible solutions discovered from research to rectify this problem.

Flickinger and Long (1990) suggested that educators need to choose reading material that meets the developmental needs of students. Educators must have sufficient knowledge in reading development to select literature that is developmentally appropriate for students. Integrating whole language into the classroom provides students with the opportunity to read a variety of books that is at their comfort level. Wolfson, Manning, and Manning (1984) revealed that interest inventories are an effective technique for assessing students' interest levels. Educators need to provide students with a myriad of reading material that fosters their interests. Reading interests of males vary from those of females. Similarly, nonminority

children's interests are different compared to minority children.

Subsequently, students who design and produce their own books develop positive attitudes toward reading. Fredericks (1982) advocated giving students an opportunity to experience all of the production assignments involved in designing and publishing a book. Thereafter, students take pride as young authors by autographing their books. Recreational reading habits are enhanced when educators and students discuss books students read during their leisure time, also. Educators who provide an environment where students discuss literature with their teacher encourage students to read more. Hence, students become involved in the books they read (Manning & Manning, 1984). According to Hansen (1992), individuals could monitor their own reading progress with literacy portfolios. This alternative assessment provides students with the opportunity to evaluate themselves as readers. Furthermore, this approach enables an individual to reflect upon his/her feelings toward specific literature. Coactively, reluctant readers become enthusiastic about reading when educators read aloud on a daily basis. Smith (1989) conveyed that reading aloud augments students' understanding of language, provides a time for sharing, stimulates curiosity, and fortifies their appreciation of books.

Dowhower (1989) stated that rereading the same book several times encourages students to become active readers.

Individuals gain a greater understanding of literature when it is reread several times. Repeated read-alouds (educators read stories orally to students repeatedly) enhances critical thinking and problem-solving skills. According to Dwyer (1983), a book talk is an effective approach for motivating students to read during their leisure time. Students present a book they have read at home to the class. During this presentation, individuals introduce pertinent information about the book. Consequently, students who prepare colorful props capture the interests of listeners.

Another possible solution to improve students' negative attitudes and habits toward recreational reading is to implement Sustained Silent Reading (SSR) into the classroom. Schaudt (1983) proposed that students at the primary level read silently from three to five minutes daily. Students have the opportunity to choose their own literature based on their interest levels. Consequently, SSR promotes and encourages life-long reading habits. Leland and Fitzpatrick (1993/1994) designed a reading program that involves cross-age interaction among students. Reading with a buddy builds enthusiasm for literacy. Older students become empowered when given the opportunity to share their knowledge. Similarly, younger students immerse themselves into literacy by becoming more interactive and interested in literature.

Moreover, Walker-Dalhouse (1992) revealed that students become enthusiastic when reading about different ethnic

cultures through multiethnic literature. This researcher utilized African-American literature to promote cultural awareness and to increase students' ethnic understanding. Students are able to discuss their differences more effectively after their exposed to multicultural literature. Subsequently, reading bulletin boards contribute to developing positive attitudes toward books. Frager and Valentour (1984) suggested that interactive bulletin boards augment one's self-concept because they enable the students to attain a sense of belonging. In addition, integrative bulletin boards display proverbial messages that relate to individual development.

Anderson (1984) developed a volunteer read-aloud tutorial program designed to improve students' attitudes toward reading. Seventy-five high-school honor students, and parent volunteers participated as tutors to third- and fourth-grade students. Significant gains in students' attitudes toward recreational reading is indicative of the success of this read-aloud tutorial program. Similarly, read-aloud parent clubs encourage families to spend 15 minutes a day reading to their children. Parent clubs meet at the public library to read to their young children. Parents document the amount of time spent reading to their child on a daily basis, also (Segel & Friedberg, 1991).

According to Butler (1982), reading that begins at home provides children with the opportunity to become "hooked on books." Parents who surround themselves with books are

persuading their children to launch into reading. As a result, children develop a love for reading. Concurrently, parents who participate in paired reading at home become virtual role models. Parental involvement improves when parents become actively involved in the reading process. A unique feature of this technique is that the child chooses the book despite its difficulty. Consequently, the child is supported by the parent to assist in decoding difficult vocabulary (Topping, 1987).

Gaskins (1992) proposed that students become confident, independent, and motivated readers through a mentoring program. The role of a mentor is to advise and support another individual. Mentors and mentees both benefit from this program. Individuals that participate in this program become independent learners. Jongsma (1990) stated that collaborative learning fosters interests, prior knowledge, communication, and motivation among students. This teaching approach enables all students to become actively involved in reading activities despite their abilities. For instance, two people within the cooperative group assume the role of summarizing the reading material while the others listen for mistakes or added information.

McCormack (1992) encouraged students to participate in plays. Performing on stage fosters creativity and motivates students to read. While reading the scripts, students become enthusiastic about becoming the characters. Subsequently, they enjoy preparing props, scenery, and

costumes. Moreover, the utilization of games often enables students to become excited about story characters and reading. Richards (1993) claimed that students share their opinions and ideas regarding the characters when they become involved in games. The use of games is an effective technique to ascertain students' growth in the comprehension of factual and inferential information of story characters.

According to Sawyer (1993), a book swap is an effective technique for motivating students to read at home. A book swap occurs when students collect their books from home and bring them to school and exchange them for book bucks. Thereafter, using their book buck, students could purchase books that are brought in by their classmates. Those students who have no books to exchange receive book bucks as rewards. This is an effective approach for placing books in the hands of students who have no books. Similarly, incorporating a bookstore inside a school building is an effectual method to get students, educators, and parents excited about books. The students within the school are hired as student employees to work in the bookstore. Parents are hired to inventory all the books. The cost of all books is $1.50 each. The overwhelming response of parents, students, and educators is indicative of the success of this bookstore within a school (Cohen, 1992).

According to Strickland and Morrow (1989), allowing children to retell stories enables them to organize their thought processes, demonstrate sequencing ability, and focus

on details. It is vital to provide props such as stuffed animals and puppets when storytelling is executed. Consequently, children who participate in storytelling enhance their language development and augment their love for reading. Moreover, children who involve themselves in an interactive storybook experience are enabled to become enthusiastic about stories. A directed listening-thinking activity provides children with a framework to organize and retrieve information. Educators should utilize the following steps when involving children in reading: activate prior knowledge by asking questions before reading, read books with expression, and discuss books thoroughly with children after reading (Strickland & Morrow, 1989).

Sittig (1982) developed a reading program for children and parents that involves a myriad of activities that reinforce the belief that reading is an enjoyable experience. For instance, the entire family participates in silent reading. Children cut out comic strips from newspapers and rearrange the pictures in the proper order. Parents write letters to their children. Subsequently, children choose a letter from the alphabet and plan a menu with foods all beginning with that particular letter.

Another possible solution to improve recreational reading attitudes of students is to encourage individuals to read Canadian literature. In Canada, children's literature is proliferating. Although Munsch is a leading Canadian author for children's literature, there are several other

well-established authors who are internationally recognized (Galda, 1992). Moreover, Geoffrion and Geoffrion (1983) confirmed that technology in the classroom provides a potpourri of interactive software that enhance students' reading motivation. An advantageous feature of interactive reading software is that it has the capability to accommodate the interests and ability levels of all students. Dynamic stories and adventurous games stimulate the reluctant reader making computers a friendly and nonthreatening solution to students who have adverse attitudes toward reading.

Madden (1988) asserted that cooperative reading teams help students improve their attitudes toward reading. The purpose of placing students heterogeneously into reading teams is to assist individuals who are having trouble reading. Students who are better readers encourage the poor readers to maintain self-confidence and positive attitudes toward reading. Subsequently, choral reading serves as an effective motivator when reading stories and poems. According to McCauley and McCauley (1992), implementing choral reading encourages students to become involved in reading. Students participate in repeated readings as a class or in small groups. This low-anxiety activity motivates students to take risks while reading. Furthermore, because it is enjoyable, it nurtures a literacy environment.

In addition, students who have the opportunity to see, hear, and share reading experiences enhance their desire to become life-long readers. Richardson (1983) proffered that students need to see educators read for pleasure. Students need to hear their teachers speak enthusiastically about literature. Moreover, educators need to encourage students to share their reactions toward books with others. Borders and Naylor (1993) advocated an environment where students are encouraged to discuss books they have read. To encourage reluctant readers, educators need to be flexible and approachable. This atmosphere would enable students to feel comfortable discussing literature. Consequently, young children would enjoy talking about the books they have read.

Howard (1987) designed a summer reading program that introduces several innovative strategies that changes students' negative attitudes toward reading. An emphasis was placed on the utilization of exciting literature, trade books, and attractive reading incentives. An improvement in students' attitudes toward reading is indicative of the success of this summer program. Subsequently, implementing big books with large print often invites students to participate in storytelling. Williams and Davis (1994) stated that big books play an active role in a literacy environment. The enlarged illustrations and print captivates students' interests and provides a supportive milieu enabling students to take risks without feeling inhibited.

Rasinski and Fredericks (1990) suggested reading advice for parents that enables their children to become interested mature readers. Reading aloud requires little training, is inexpensive, and promotes reading growth. To foster children's reading growth, parents need to read to children on a daily basis, encourage children to select the literature, ask questions about the content of the book, and inquire about children's reactions toward the book. Similarly, empowering parents in a reading program augments parental involvement. Rasinski (1989) confirmed that involving parents in a reading program that would teach them how to assist their child in the reading process is essential for substantial reading growth to occur.

According to Hart-Hewins and Wells (1990), students who read real books or novels develop a habit for reading. Students will not engage in reading unless they have the desire to read. Real books or novels contribute to students' imaginations, experiences, and enable them to become familiar with a variety of authors. Consequently, they develop a love for and a habit of reading. Binkley (1988) revealed that listening to your children read is equally important as reading to your children. Beginner readers take pride in their ability to read. Therefore, parents should take this opportunity to praise their children's reading accomplishments. Further, reading together strengthens the bond between parents and children.

Participating in a family lending library helps create eager readers and nurtures family literacy. Educators assist families in creating a literate home environment by promoting the use of the library. This program provides educators with an opportunity to select books that address the uniqueness of each family. Brock and Dodd (1994) recommended selecting books that ensure quality and interest for young children such as wordless books, fairy tales, alphabet and number books, song and poetry books, and books about families.

Consequently, children who are raised with families that encourage reading, progress to be avid adult readers. There is a strong correlation between parental encouragement to read and adult recreational reading. Zill and Winglee (1989) indicated that studies show that young males are less encouraged to read than young females. Parental encouragement toward reading varies among ethnic groups, also. For instance, Hispanics are less likely to engage in recreational reading than any other ethnic group.

According to Sawyer and Comer (1991), utilizing various types of literature motivates and inspires children to read independently. The following types of books stimulate children's reading interests: concept, pop-up and pop-out, puppet, poke-through-the-hole, textured, and mini books. Exposing children to a wide variety of literature enables them to create meaning. In addition, drama, visual arts, and oral interactions motivate children to become actively

involved in reading. Children use body motions and voices to dramatize animatedly as other classmates read the story. This approach entitled "Readers' Theater" is an effective technique to deepen their understanding of literature (Hoyt, 1992).

According to Roser, Hoffman, and Farest (1990), students who are at risk become excited about reading when a thematic approach is implemented. These authors developed themes across a literature-based reading program for limited-English-speaking students. The development of themes encourages voluntary reading, motivates responsive reading, exposes students to a variety of books, and augments reading interests. Finally, Wollman-Bonilla (1989) indicated that students who keep reading journals express enthusiasm about the books they have read. This approach enables students to discuss the books they have perused and to reflect upon their feelings about the literature. Frequently, educators respond to students' reading journal entries.

The possible solutions previously examined were all ideas that may work in a variety of classroom and home environments. It was vital to analyze all research to determine what solutions would be most effective in this particular classroom and community.

The development of a volunteer read-aloud tutorial program that includes 75 high-school honor students would not be feasible in the writer's situation. There were only

elementary schools within the immediate area of the writer's community. Furthermore, the writer does not have the power base to invite 75 high-school students into this school to assist in tutoring third- and fourth-grade students.

Parental involvement has not been a strength in this school in the past; therefore, involving parents to participate in read-aloud parent clubs at the local library on a weekly basis was not feasible. Parents would be more interested in visiting the library with their children when it was convenient for them.

The faculty and students at the writer's school were constantly faced with the problem of overcrowding and minimal space. Incorporating a bookstore inside this building would not be an effectual solution. To reiterate, this school does not have the parental involvement needed to successfully operate a bookstore.

Although designing a summer reading program was an effective approach for changing students' attitudes toward reading, many of the students visit Mexico during the summer; therefore, this was not a feasible solution in this community.

Description of Selected Solution

The writer prepared and implemented a recreational reading program. The design was student focused and appropriate for 20 second-grade students. On the basis of interest inventory results (Appendix D) the writer utilized

a thematic approach. This program was integrated into a literature-based reading curriculum. Many of the solution strategies already described to encourage students to enjoy and spend more time reading were implemented. The writer invited the administrators, parents, and other educators into the classroom to read to the students, also. The duration of this recreational reading program was eight months.

The writer had several self-generated ideas that improved students' attitudes toward recreational reading. For instance, students presented a poster illustrating the main idea of their favorite book. This strategy encouraged other students to peruse a variety of books. Individuals were encouraged to read to adults in the community. Consequently, students became excited about reading to older people.

Field trips to the community public library motivated students to read more frequently. Individuals created their favorite character from a story utilizing a variety of art supplies. This creative approach improved their attitudes toward reading. Subsequently, the writer provided a reading seminar for parents that emphasized the importance of recreational reading.

The writer assisted the students in developing their own library by purchasing each student one book. Students had an opportunity to read a variety of books based on different themes (see Appendix E for Thematic Resources).

In addition, students read into tape recorders and listened to themselves reading. Individuals listened to books read by different authors via the cassette tapes, also.

Further, the writer encouraged students to continue reading a book independently that the writer had already started. Students inquired about the books Canadians read when they wrote to their pen pals in Canada.

The writer believed that incorporating a recreational reading program into the classroom motivated students to read more. The importance of reading needed to be taught to students. Individuals are extremely impressionable at this age; therefore, several of the innovative strategies already discussed motivate and modify their attitudes toward recreational reading. Further, several of these methods had improved reading attitudes in the past in other situations.

Second-grade students need guidance; therefore, parents need to take an active role at home by reading to and with their children. The writer presented a recreational reading seminar to parents. This seminar informed parents of the importance of recreational reading. The writer persuaded parents to read with their children on a daily basis. The writer believes that students improved their attitudes toward recreational reading once this practicum was implemented.

Prior to the implementation, the writer discussed this practicum with the administrator. Field trips and guest speakers were approved by the administrator. The computer

coordinator programed "Storyweaver" and other interactive reading software programs into the classroom computers.

Report of Action Taken

MONTH ONE: November - **GROWING UP**

Week One:

The writer introduced students to a variety of books in the classroom library that pertained to growing up. Thereafter, the writer and students read and discussed several books (refer to Appendix E for Thematic Resources). The class seemed to favor the book You'll Soon Grow into Them, Titch. All students were introduced to an area of the classroom that was conducive to recreational reading, also. For instance, there were two colorful bean bags and several multicolored pillows for students to enjoy while perusing books. Those students who chose not to read in the reading corner would lie or sit on the carpeted floor anywhere in the room. This classroom library consisted of a variety of books including big, mini, wordless, trade, picture, and record books.

The writer emphasized and discussed the importance of recreational reading. The students were informed that this year, as a class, we would focus on reading for enjoyment. Students selected books of interest that the writer read to them on a daily basis. Often students would bring books from the library or home for the writer to read. To encourage individuals to read, the writer read only portions

of a book leaving the ending for the students to read independently. The writer provided individuals with an opportunity to listen to stories via a cassette tape, also. Students seemed to enjoy listening to books on tape as much as reading them.

Week Two:

Book club magazines were distributed to students each month. Individuals had an opportunity to purchase their own books. Although students were utilizing the school library on a weekly basis, the writer took students to the public library on a monthly basis. Public library permission slips were sent home to the parents. Students were given a public library card following the completion of an application. Students seemed enthusiastic when visiting the public library.

Throughout this week, students were strongly encouraged to read during their leisure time during and after school. Periodically, individuals were asked to document the number of minutes they read each day on their "Kid Graph" (Appendix C). The writer explained to the students that this graph would not be graded and they should only document the amount of minutes they read each day. The writer accepted only the graphs with parents' signature as data.

The writer submitted a proposal for a thematic library and received a $200.00 stipend. The writer purchased a variety of literature that was germane to the thematic units implemented for this practicum. A bilingual starter book

entitled The Bernstein Bears, El Bebe, The Baby was purchased for each student. The students' reactions when receiving the books were indicative of their new enthusiasm toward recreational reading.

Week Three:

This week the writer initiated a discussion about what students did not like about growing up. Individuals illustrated or wrote reasons why they did not like growing up. Several students provided the following responses, "I do not like to grow up because then I have to clean my room, do chores, and watch my baby sister or brother." A class discussion followed this activity. Students began preparing a literacy portfolio. The writer provided students with an opportunity to illustrate the cover of their literacy portfolio.

Additionally, the writer read to the class the book entitled The Berenstain Bears and the Messy Room. A discussion followed regarding growing up and taking responsibility for one's own actions. The students were enthusiastic about viewing the movie "The Berenstain Bears and the Messy Room" following the reading and discussion of the book.

The writer and team-teaching partner prepared and presented a recreational reading seminar for parents. This seminar took place in the classroom on a Friday morning. Refreshments were included for the parents. A parent letter in both English and Spanish is included (Appendix F).

Although information was sent home informing parents of this recreational reading seminar, attendance was meager. Three of a possible 35 parents attended the reading seminar. The writer presented the first issue of "A Family Guide to Reading Together" to the parents (see Appendix G). This guide is presented in English and Spanish. A permission letter from the publisher is included. The writer discussed the importance of reading to and with children on a daily basis and how reading together at home makes a difference. Parents were introduced to numerous ways to read to their children. The writer's team-teacher translated the presentation in Spanish.

Week Four:

The writer introduced Sustained Silent Reading to the class. Prior to students participating in this activity, the writer explained the guidelines for recording the time. For instance, each individual needed to be reading silently while the timer was running. The writer would stop the timer when noticing that students were "off task." Initially, the writer and students read silently for approximately three minutes twice a week. Throughout the implementation, the silent reading time varied. The average time ranged from three to seven minutes per week. As a class, students made a monthly graph indicating the time spent reading. An emphasis was placed on enjoying reading rather than the amount of time spent reading. Although

students spent time reading silently, they were more enthusiastic about listening to the writer read to them.

MONTH TWO: December - **BEST FRIENDS**

Week Five:

This month the theme focused on friendship. The writer initiated a discussion about the qualities a best friend should have. Students named their best friend and stated why she or he is a good friend. For instance, the more popular qualities stated were, "My friend is fun to play with, my friend is nice, or friends help each other." Students made friendship books that emphasized specific qualities between friends.

The writer read several stories to the students about friendship. Ira Says Goodbye and The Berenstain Bears and The Trouble With Friends were the two friendship books that were in great demand. Following a discussion about the stories, individuals illustrated a picture of two or more friends playing together. Friendship books and stories were placed in students' literacy portfolios.

Week Six:

The writer paired individuals with second-grade students from Canada. Through illustrations and writing, these students develop a pen-pal friendship. The students wrote to each other on a monthly basis. Students brought personal photographs from home to send to their pen pals and a class picture was sent, also. The students were extremely

excited after receiving Christmas cards and Canadian post cards from their pen pals.

Week Seven:

During this week, students prepared a role-playing skit within groups while utilizing puppetry. The writer provided conflicting situations for each group to discuss. For instance, two friends are watching television and they begin to argue about what cartoon they should watch. Students were asked to solve this conflict. The premise was for students to focus on conflict resolution between two friends. Subsequently, students wrote and illustrated a letter to their best friends. Students placed a copy of the letter in their literacy portfolios.

Week Eight:

The writer's class began working in partners on the classroom computers. There was a variety of interactive reading software for students to explore. For example, students worked cooperatively on different reading programs such as "StoryWeaver" and "StoryReader" every day. There were only three classroom computers; therefore, the writer developed a schedule for students so each individual would have an opportunity to spend an equal amount of time at the computers.

MONTH THREE: January - **HUMOR** (FUNNY BOOKS)

Week Nine:

The writer displayed funny posters that illustrated the theme of this month. Students read a variety of humor,

joke, and comic books from the classroom library. The most favorable books that the writer read to the students were The Stupids Step Out and Mrs. Toggle's Zipper. Students seemed to enjoy listening to Thomas' Snowsuit on tape, also. Subsequently, students began telling jokes and riddles continually throughout the month. Many of the jokes were Christmas related. For instance, "What does Santa Claus do in the garden?" The punch line is, "Ho, ho, ho." Students seemed to enjoy telling more riddles than jokes. A popular riddle was "Where do you take a class when making ice cream?" The answer "Sundae school."

Week Ten:

Through cooperative learning, students created their own jokes and riddles. Thereafter, they designed their own joke and riddle books to share with the class. Students utilized a variety of art supplies for this activity. Moreover, students participated in a variety of activities after reading the book Amelia Bedelia. For instance, students utilized drama to demonstrate how Amelia Bedelia confused the meanings of the list of chores.

Additionally, the writer allocated different chores to students in pairs. One student was expected to pantomime the chore correctly, whereas, the other student was expected to demonstrate how Amelia Bedelia would complete this task. Examples of chores were as follows: toss the salad, make the bed, and beat the eggs.

Initially, the writer had asked the fifth-grade students to participate in cross-age reading with the second-grade students. However, due to scheduling conflicts the sixth-grade students participated in this dyad reading activity. Several sixth-grade students read twice a week to the second-grade individuals in small groups.

Weeks Eleven and Twelve:

Individuals prepared a comedy show for other second-grade students. The comedy show required more preparation than the writer had anticipated; therefore, this activity was implemented for two weeks. The writer, parents, and students designed a variety of props used during the show. Interested individuals practiced their jokes and riddles for other classmates throughout the week.

Several students were timid; therefore, they had difficulty presenting their jokes or riddles to an audience. The writer encouraged students to practice in front of mirrors, friends, and family members prior to the show. Moreover, parents were invited to the comedy show which took place in the classroom. The writer was pleasantly surprised at the number of parents who attended the comedy show.

MONTH FOUR: February - **DINOSAURS**

Week Thirteen:

As a class, students read a variety of stories about dinosaurs. For instance, they read, Baby Stegosaurus, Danny and the Dinosaur, and Tyrannosaurus Rex. Also, students were enthusiastic about two specific big books entitled,

Home for a Dinosaur and Dinosaur Alphabet Book. Initially, students illustrated their favorite dinosaurs utilizing pictures and patterns of various dinosaurs. These individuals were asked to write three sentences describing their favorite dinosaur. Following this activity, students created dinosaur mobiles that were hung from the lights in the classroom.

Each day this week, the writer read several books about dinosaurs to the students. Also, individuals listened while the writer read a chapter each day from the book, In the Dinosaur's Paw. The writer planned a myriad of activities following each chapter. For instance, as a class, they were excited about creating their own DT (Dinosaur Tyrannosaurus Rex) magic ruler. After completing this book, students were asked to reflect their feelings about the book.

Individuals were encouraged to locate books about dinosaurs at the school library. Moreover, while utilizing the computers in the classroom, students designed their own dinosaurs while working on the program "Learn About Dinosaurs." All students had an opportunity to work with this dinosaur software program.

The writer distributed the "Kid Graph" (see Appendix C) to students to determine if there had been an improvement in attitudes and habits in recreational reading. The results had varied from students reading one minute to 15 minutes per day. On an average, students participated in recreational reading in the home for approximately five

minutes per day. The "Kid Graph" was distributed to students at the conclusion of the implementation, also.

Week Fourteen:

The writer anticipated taking students to a Historical Museum to observe a dinosaur exhibit this week. However, there were no vacancies for this month to observe the dinosaur exhibit. Therefore, the field trip was rescheduled for March. Field trip permission slips were sent home and returned three weeks prior to the field trip. Models of favorite dinosaurs were on display at the museum. Also, the exhibit director presented to the students various fossils for them to compare. Following the field trip, students created their own dinosaur dioramas utilizing colorful clay and other art materials.

The writer discussed the word "extinction" at the beginning of this theme. Students brainstormed a variety of things that they wished were extinct. Throughout this week, students cut out dinosaurs with the heading "Things that I Wish were Extinct." The most popular responses were as follows: snakes, broccoli, homework, guns, and sharks. This seemed to be one of the most enjoyable activities for the students.

Week Fifteen:

These second-grade individuals were prepared to read to other students. Consequently, they began reading to the first-grade students. The writer developed a schedule and paired students according to reading ability. Individuals

were reading together with their cross-age partners for thirty minutes on a weekly basis. Students looked forward to reading with their partners each week.

Week Sixteen:

Students spent this week preparing dinosaur books that were displayed on the bulletin board in the corridor. Students utilized their talents and created big, little, picture, and riddle books about dinosaurs. Additionally, students prepared a play entitled "The Case of the Missing Lunches." This play was about five dinosaurs who attended an elementary school. Lunches were missing from the classroom. The dinosaurs were making accusations and jumping to conclusions about who stole the missing lunches. The students were excited about choosing their dinosaur characters. The writer assisted students with learning their lines for this play. The class practiced their lines for two weeks. The other second-grade students were invited to the dinosaur play in March. Although it was not an expectation for students to memorize their lines, the writer was impressed by the number of students who did memorize their lines to perfection.

MONTH FIVE: March - **ALL ABOUT ME** (A FOCUS ON SELF-ESTEEM)

Week Seventeen:

The writer initiated a discussion about why each student is special. The emphasis was on augmenting students' self-esteem. Students wrote the reasons they are special in their literacy portfolios. An "All About Me"

bulletin board was on display in the corridor. Each week one student had his or her picture on the bulletin board. Each individual provided special information about him- or herself such as a favorite food, hobby, color, or sport that was displayed on the "All About Me" bulletin board.

Week Eighteen:

Students continued cross-age reading with sixth-grade students. The second- and sixth-grade students read books of their choice. The writer read a variety of books that pertained to the area of self-esteem including A Porcupine Named Fluffy, Benny's Bad Day, and Arthur's Nose. Students demonstrated their understanding of the books by contributing to class discussions and providing appropriate illustrations. The writer counted and documented the average number of books borrowed from the classroom library within a two-week period.

Week Nineteen:

Students created their self-portraits. Individuals were able to use a variety of art supplies for this project. Self-portraits were displayed on the bulletin board in the corridor. At the conclusion of this theme, self-portraits were included in their portfolios. The students listened to stories that pertained to improving self-esteem. Moreover, the writer distributed the second issue of "A Family Guide to Reading Together" (see Appendix G).

Doing things for others makes us feel special. The students designed invitations for their parents to come in

and read with us. Those students whose parents were unable to attend invited their siblings. Students could read to their parents or the parents could read to the children. Many of the parents were unable to attend; however, eight parents and three siblings participated in this reading activity. The writer provided refreshments for this event.

Week Twenty:

The writer asked students to illustrate or write about their reading experience with their parents or siblings. This information was placed in their literacy portfolios. Books about families were available for students to read throughout this week, also. The writer read the book, Alexander and the Terrible Horrible, No Good, Very Bad Day to the students. Following this activity, students discussed unpleasant events that occurred sometime this year. A discussion regarding their feelings about themselves during these unpleasant events was included. Students viewed the movie ''Alexander and the Terrible Horrible, No Good, Very Bad Day'' following a discussion about the book.

Students created personal puppets. Paper bags, socks, and other supplies was available for this project. Students wrote their names vertically on the front of the puppet. Thereafter, they utilized adjectives to describe themselves. The writer assisted students in brainstorming positive descriptors. Students used the letters in their name for initial letters of the descriptors. For instance, in the

name Sam, the first descriptor would begin with the letter S. The second descriptor would begin with the letter A. Each descriptor would be written horizontally. This activity enabled students to begin thinking positively about themselves. The writer did not have an opportunity to develop further activities for this theme because students were completing various activities for the dinosaur theme simultaneously while working on self-esteem activities throughout the month of March.

MONTH SIX: April - **CAREERS**

Week Twenty-one:

The writer and students utilized a semantic map to brainstorm numerous career opportunities. The writer provided books describing the different types of careers including, Angela's Airplane, Fire Station, Cartoonist, and Clifford Gets a Job. In addition, utilizing cooperative learning, students discussed the pros and cons of choosing specific careers. For instance, students stated why they would not want to be a firefighter, or why they would want to be a professional baseball player.

Week Twenty-two:

The writer invited guest speakers who discussed their specific career choices. For instance, the writer invited a lawyer, nurse, and dental hygenist to speak to the students. (Guest speakers depended on students' choices in careers and the availability of speakers). Fortunately, the writer had access to these guests. Students visited a nearby firehouse

where they were able to tour the facilities and listen to a firefighter's presentation. Thereafter, students viewed a movie regarding firefighters and fire safety procedures.

Following the guest speakers' presentations, students wrote about their particular career choice. Students included illustrations with their writing. Examples of career choices included doctor, teacher, firefighter, dental hygenist, police officer, baseball player, actor or actress, and hair stylist. These were included in their literacy portfolios.

Week Twenty-three:

Students began to work with "Storyweaver" on the classroom computers. Students learned word-processing and how to illustrate their own stories. Individuals began contemplating what kind of stories they wanted to write. Individuals had the opportunity to complete stories that had already been started, also. Students were given the opportunity to work with technology every day. They had access to the computer lab after school, also.

Week Twenty-four:

To improve attitudes toward recreational reading, the students dramatized a story they had enjoyed. They worked cooperatively in groups of three or more. Throughout this week, students practiced their lines. At the end of the week, students performed for the other students within this class. Students utilized puppetry and pantomiming for this activity.

MONTH SEVEN: May - **MEXICAN LITERATURE**

Week Twenty-five:

Students researched books pertaining to Mexican literature or authors. Students utilized school and public libraries for this research. The writer read a story pertaining to Cinco de Mayo entitled Fiesta! Cinco De Mayo to the class. Students celebrated Cinco de Mayo by performing a dance at the school assembly.

Students simulated books about Mexican literature. They designed colorful book jackets using yarn to bind the books. The writer assisted individuals in summarizing the books they have read. These books were on display in the corridor. Examples of literature students emulated include Mother Goose on the Rio Grande, I Speak English for my Mom, El Barro: A Story Set in Mexico, and Count Your Way Through Mexico. Students enjoyed reading these books outside on days when the weather was pleasant.

Week Twenty-six:

Students took a field trip to a nearby tortilla factory to learn how tortillas are made and packaged. Furthermore, students had an opportunity to read a variety of Mexican cuisine recipes. Students chose an easy recipe to prepare for the class. The writer invited parents to assist students in preparing tacos.

Weeks Twenty-seven and Twenty-eight:

The writer asked students to create a poster of their favorite Mexican literature or author. Several students

presented this poster to the class. Examples of Mexican literature that was read by students include Diego, A Family in Mexico, and Tortillitas Para Mama and other Nursery Rhymes. Towards the end of this week, the writer encouraged students to create a mini poster of their favorite book. Moreover, the writer distributed to parents the final issue of "A Family Guide to Reading Together" (see Appendix G).

MONTH EIGHT: June - **ZOO ANIMALS**

Week Twenty-nine:

Utilizing a semantic map, the writer and students brainstormed all the different animals that are seen at the zoo. The writer provided a variety of literature about zoo animals. Also, students had one more opportunity to visit the public library. The writer exposed the students to a variety of literature which included Paddington at the Zoo, Antarctica, Animals Talk, Too, Off to School, and The Velveteen Rabbit.

Following a thorough discussion regarding the students' favorite zoo animals, individuals created their own zoo animal riddle books. An example of one riddle was, "What is white with black stripes, or black with white stripes." Students wrote riddles about the following zoo animals: elephants, zebras, hippopotamuses, giraffes, gorillas, tigers, jaguars, polar and black bears.

The writer presented a video about the various zoo animals. A discussion regarding these animals followed the video. Additionally, the writer read another big book to

the students entitled Corduroy. Following a thorough discussion about the book, students saw the movie. Moreover, the writer asked parents to complete the post-Parent Home Reading Survey (Appendix B) by the end of this week. The writer counted and documented the average number of books borrowed from the classroom library within a two-week period.

Week Thirty:

Students designed their own zoo animals books. These books contained illustrations and brief sentences about each animal. This activity prepared students for the zoo field trip at the end of this week. These books were included in their literacy portfolios. The writer read to the students a chapter each day from the book entitled The House at Pooh Corner. Individuals completed a multitude of activities after listening to each chapter.

Field trip permission slips were distributed two weeks prior to the field trip. Following the zoo field trip, individuals illustrated their favorite animal they saw at the zoo on the last page of their zoo animal books. Moreover, the writer's class was invited to observe a rain forest presentation hosted by the fourth grade.

Week Thirty-one:

Students worked cooperatively with clay creating different zoo animals. This activity seemed to be another favorite among the students. As a culminating activity, individuals perused books about animals that make good pets.

Several books about pets would be available in the classroom library. In addition, students illustrated their favorite pet and wrote a few sentences about why they love their pet. Those students who did not have a pet created make-believe animals. This was included in their literacy portfolios. After completing the book The House at Pooh Corner, the students viewed a "Winnie the Pooh" movie.

Week Thirty-two:

Throughout this week, students brought in their pets (providing they were small and in cages). Small dogs were not allowed. Students brought in pet snakes, birds, gerbals, rabbits, and lizards. The students were enthusiastic about this activity. Many of the students were interested in discussing sea animals as well as zoo animals. Therefore, the writer planned a field trip to the Oceanarium so the students could see ocean animals. While visiting the Oceanarium, students were extremely attentive while observing the dolphin show. Further, they were enthusiastic about observing the white alligator in a jungle milieu.

Following the Oceanarium field trip, students created a bulletin board entitled "The Living Sea." Individuals illustrated various pictures of sea animals such as starfish, dolphins, seals, whales, sharks, penguins, octopuses, lobsters, salt and freshwater fish. Many students created big, little, and picture books of these sea animals, also.

Throughout this month, the writer planned collaboratively with the first-grade teachers in pairing 90 students for a cross-age reading experience. During the last three weeks of the implementation, the writer and first-grade teachers monitored these students' reading in groups of three and four. The students utilized books appropriate for first and second grade. This reading experience took place in a large display room within the school.

Students assessed their own growth by reviewing their literacy portfolios. Students were allowed to bring home the materials that were placed in their literacy portfolios throughout the year. In addition, to determine recreational reading attitudes, the writer administered a post-Garfield Reading Attitude Survey (Appendix A). To assess the amount of time students spent reading, they completed the "Kid Graph" (Appendix C) each day this week.

There were six unexpected events that occurred throughout the implementation that altered the original plans for this practicum. The writer planned a recreational reading seminar for the parents. Although the writer and team-teaching partner notified parents prior to the designated day and time of this seminar, attendance was meager. Three of a possible 35 parents attended the reading seminar. The first issue of "A Family Guide to Reading Together" was distributed to those students whose parents were unable to attend this seminar. This family guide to

reading was translated into Spanish for those parents who were unable to read English. Due to scheduling conflicts, the writer was unable to reschedule another recreational reading seminar for the parents.

The second unexpected event that occurred took place when the fifth-grade students were unable to participate in cross-age reading with the second-grade students because of scheduling conflicts. Therefore, the writer approached the sixth-grade teacher and inquired if these students would participate in this reading activity. This dyad reading activity began the third month of the implementation.

The third unexpected event that occurred took place approximately six months into the implementation. Due to the overcrowding situation at the writer's school, students in grades five and six were housed in another school building three blocks away. Consequently, the sixth-grade students were unable to continue reading with the second-grade students. Individuals in the writer's class participated in cross-age reading with sixth-grade students for four months rather than eight months.

Moreover, the fourth unexpected event occurred while the writer was implementing the dinosaur theme during the fourth month. Due to an excessive number of students visiting the Historical Museum, there were no vacancies during the month in which the dinosaur theme was taught. Because the writer felt it was imperative to visit the

museum, the field trip was resecheduled for the following month.

The fifth unexpected event that occurred involved the students within the writer's classroom. At the beginning of the implementation, the writer encouraged students to purchase their own books from various book clubs. Unfortunately, a sparse number of students were able to purchase books. Throughout the first four months of the implementation, a total of eight students ordered books. The book orders decreased significantly during the last four months to only three students who ordered books.

Finally, the sixth unexpected event occurred when the writer requested the parents to complete and return the post-Parent Home Reading Survey. On several occasions, the writer approached the parents inquiring if they would complete the survey. Furthermore, the writer sent 10 letters to remind parents to complete and return the surveys. Unfortunately, only 10 of 20 students returned the parent surveys.

There was one roadblock throughout the implementation. Originally, the writer proposed that the administration and other faculty members would read orally to the students in the writer's class. The writer approached the administration and faculty with this concept on several occasions. Unfortunately, they were unable to adhere to the writer's request because of other commitments.

CHAPTER V

RESULTS, DISCUSSIONS, AND RECOMMENDATIONS

Results

Students in the writer's second-grade class had negative attitudes and habits toward recreational reading. These students were not reading during their leisure time at school nor at home. Several students were participating in a variety of activities other than reading while in school. Further, many students had suggested that there were no books for them to peruse at home. This was a significant problem in the writer's work setting.

The writer developed and implemented a recreational reading program germane for 20 second-grade students. The writer utilized a thematic approach based on the students' interest inventory results. A myriad of ideas were integrated with a thematic approach. For instance, students participated in cross-age reading with older and younger students. They were exposed to an extensive thematic library. These second-grade students utilized drama, communicated with pen pals from Canada, and attended various field trips.

Additionally, the writer attempted to involve the parents in this recreational reading program. Parents were encouraged to complete parent-home reading surveys throughout the implementation. Further, the writer hosted a recreational reading seminar for parents at the beginning of the implementation.

The first expected outcome stated that the number of students who score at or above the norm for second graders on the post-Garfield Reading Attitude Survey will increase from seven to at least 15. Based on the results of the Garfield Reading Attitude Survey (see Appendix A) this outcome was achieved (see Table 3).

Table 3

POST-GARFIELD READING ATTITUDE SURVEY RESULTS

Student	Raw Score
1	34
2	39
3	39
4	29
5	32
6	30
7	36
8	32
9	24
10	33
11	28
12	37
13	30
14	27
15	32
16	34
17	25
18	34
19	36
20	33

Based on the results, fifteen of 20 students scored at or higher than the norm of 30 on the post-Garfield Reading Attitude Survey. Although five students did not attain a score of 30, their scores did improve significantly from the pre-Garfield Reading Attitude Survey.

The second expected outcome stated that parent responses to the post-Parent Home Reading Survey (see Appendix B) will indicate an improvement in their encouragement of reading with a score of at least 10 out of a possible 15 by 16 parents. Based on the results of the post-Parent Home Reading Survey this outcome was not achieved (see Table 4). Four of the 10 surveys returned indicated an improvement in their encouragement of reading with a score of 10 and higher. The results of the post-Parent Home Reading Survey indicate the number of parent responses to each question.

Table 4 POST-PARENT HOME READING SURVEY RESULTS

	Once Daily (three points)	2-3 Times a Week (two points)	Once Weekly (one point)	Never (zero points)
Question 1	3	3	3	1
Question 2	6	4	0	0
Question 3	1	6	3	0

	Once a Week (three points)	Once Every 2 Weeks (two points)	Once a Month (one point)	Never (zero points)
Question 4	0	3	2	5

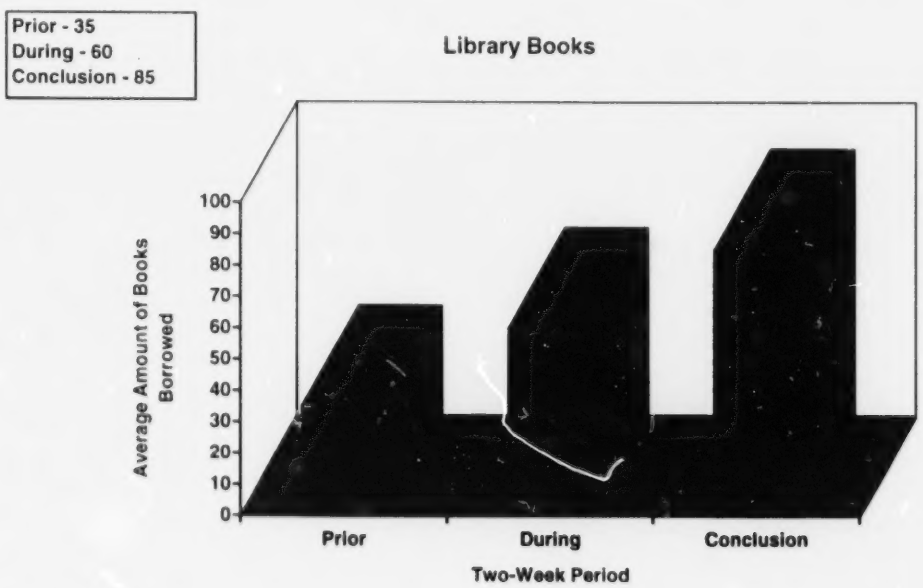
	All of the Time (three points)	Most of the Time (two points)	Occasionally (one point)	Never (zero points)
Question 5	4	3	3	0

As displayed above, each response translates to a particular numerical value.

The third expected outcome stated that the mean score on the post-Parent Home Reading Survey will increase from 8.25 to at least 10.3 showing an improvement in literacy support strength value. Based on the results of the 10 parents who returned the post-Parent Home Reading Survey this outcome was not achieved. A mean score of 9.2 is indicative that there was not a significant improvement in literacy support strength value.

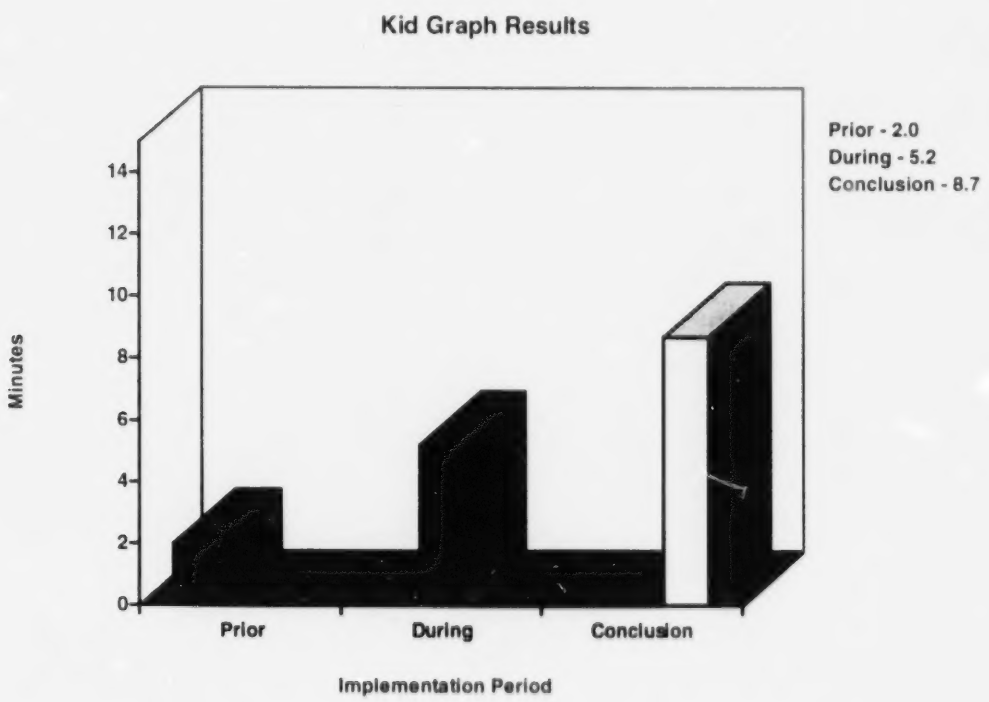
The fourth expected outcome stated that the average number of books borrowed from the classroom library within a two-week period will increase from 35 to 80. Based on the amount of books the writer counted and documented throughout the duration of this recreational reading program this outcome was achieved. Students borrowed an average of 85 books within a two-week period at the conclusion of the implementation (see Figure 1).

Figure 1



The fifth expected outcome stated that the average amount of time spent in recreational reading per day will increase from two minutes to 10 minutes. Based on the results of the student reading graph entitled "Kid Graph" (see Appendix C) this expected outcome was not achieved. The average amount of time spent in recreational reading per day increased to 8.7 minutes (see Figure 2). Although the students did not meet the expected outcome of 10 minutes, these results indicate a significant improvement on behalf of their reading attitudes and habits.

Figure 2



Discussion

The writer was pleased that the students achieved the first expected outcome. The number of students who scored at or above the norm of 30 on the post-Garfield Attitude Survey increased from seven to 15. The writer found it extraordinary that the raw scores on both the pre and post attitudinal surveys did not reflect the students' reading ability. For instance, several students who had a low reading ability appeared to enjoy reading.

Wolfson, Manning, and Manning (1984) suggested that interest inventories are effectual in determining students' reading interests. These authors convinced the writer that it was paramount to ascertain the reading interests of these second-grade students prior to implementing this practicum. A plethora of literature based on interest inventories was provided in the classroom library for students to peruse. Consequently, students were enthusiastic about the new literature in the classroom library and would continually ask the writer "Can I read a book?" The writer believes that students' attitudes toward reading improved significantly because they were exposed to literature that was interesting and at their developmental level.

The second expected outcome stated that parents would indicate an improvement in their encouragement of reading with a score of at least 10 out of a possible 15 by 16 parents. Only 10 surveys were returned at the conclusion of this implementation. The writer feels that this outcome was

not achieved because many parents may not have been interested in working with their child in improving reading attitudes. Furthermore, several parents were not able to assist their child in reading in English or Spanish. A sparse number of parents were not able to read in either language.

Similarly, the third expected outcome was not met. This expected outcome stated that the mean score on the post-Parent Home Reading survey would increase from 8.25 to at least 10 showing an improvement in literacy support strength value. Although Binkley (1988) conveyed that listening to your child read is equally important as reading to your child, many parents do not feel reading is a valuable activity. According to Zill and Winglee (1989), studies show that Hispanics are less likely to engage in recreational reading than any other ethnic group.

The fourth expected outcome stated that the number of books borrowed from the classroom library within a two-week period would increase from 35 to 80. The average number of books borrowed within a two-week period was 85. Therefore, this outcome was met. The students were extremely enthusiastic about the type of books they had access to from the classroom library. Sawyer and Comer (1991) suggested that utilizing various types of literature motivates and inspires children to read independently. The writer stimulated students' reading interests with big, mini, picture, record, pop-up, and pop-out books.

The final outcome stated that the average amount of time spent in recreational reading per day would increase from two to 10 minutes. At the conclusion of the implementation, students were reading an average of 8.7 minutes per day. Although this outcome was not achieved, the writer was encouraged that the students' attitudes had improved significantly. The writer believes that this outcome may have been attained if the family literacy support strength value were higher.

Butler (1982) revealed that reading that begins at home encourages children to become avid readers. Parents become virtual role models when they become actively involved in reading with their children. The writer attempted to involve parents in this process of improving reading attitudes. For instance, three issues of "A Family Guide to Reading Together" were sent home to parents in English and Spanish. The guide provided parents with information regarding the importance of family reading. In addition, it illustrated a myriad of types of literature appropriate for all age levels.

For instance, the first issue of "A Family Guide to Reading Together" focused on the importance of reading and discussed various rationales for why parents need to read with their children. Reading with your child on a daily basis strengthens the bond between the parent and child because it sends a positive message to the child that the parent wants to spend time with them. In addition, this

issue revealed ten strategies for parents to steal 15 minutes of reading time each day. For instance, children may assist their parents in the kitchen by reading recipes. Parents and children may listen to a story on tape, also.

Similarly, the second issue informed parents of how to choose literature appropriate for children of all ages. The authors suggested to parents to consider titles, illustrations, length of books, and the child's interests when choosing literature for their child. Ten unique ways of sharing reading time with children were discussed. For instance, encouraging your child to read menus in restaurants and to read the television guide are effectual methods for sharing family reading time.

Finally, the third issue of "A Family Guide to Reading Together" conveyed to parents several favorite books for children to read that are recognized by educators. For instance, The Magic School Bus, Charlotte's Web, and Little House on the Prairie. Moreover, this issue suggested that reading is everywhere. Creative sources for exposing children to reading were revealed. For example, children may read street signs, ads, and license plates when traveling with their parents.

The writer is convinced that all of the various strategies utilized to accomplish the outcomes were conducive to improving reading attitudes. For instance, designing a reading program that involved cross-age interaction similar to Leland's and Fitzpatrick's

(1993/1994) program was an effective technique for motivating students to read. Students launched into reading when given an opportunity to read with partners.

Frequently, students would inquire about when they could read with their first-grade partners. This was indicative of their exuberance toward cross-age reading with one partner. Although the cross-age experience with 90 students was chaotic and obstreperous, it was extremely beneficial because students were having fun reading with various children. Hence, all the students reacted positively to this reading experience.

Roser, Hoffman, and Farest (1990) conveyed that utilizing a thematic approach motivates students to engage in reading more often. The writer's second-grade students exhibited eagerness toward reading when thematic teaching was implemented. Further, participating in a variety of field trips was another valuable attribute to the thematic approach.

In addition, the students were extremely anxious to hear from their Canadian pen pals each month. Many students provided their pen pals with their home address which would enable them to continue to correspond throughout the summer. The writer found humor in several letters. For instance, the writer's students would write to their pen pal stating that he/she is their best friend even though they have never met in person.

In retrospect, observing the expressions of the students when they viewed their work while walking in the corridor is priceless. Observing the pride students possessed while perusing their literacy portfolios is another memory that brings a smile to the writer's face. Moreover, the writer laughs when remembering the jokes that the students would tell the writer every day for months.

Several of the activities mentioned modified the way students felt toward reading. All of the techniques utilized throughout the implementation encouraged and motivated students to enjoy reading. Generally, this practicum was successful despite the unexpected events and roadblock. The writer improvised and overcame these challenges. It would have been beneficial to the students if more parents had taken an interest in helping improve their child's reading attitudes.

To summarize this practicum experience, the writer found that prior to implementing this recreational reading program, several students had negative attitudes and habits toward reading. The integration of a thematic approach and other innovative teaching strategies modified and improved their attitudes and behaviors toward recreational reading. Although not all of the expected outcomes were met, the writer believes that the students' thirst for reading has proliferated. The writer is proud when the majority of the students ask "Can I read a book?" Therefore, the positive attitudes and consistent behavior toward recreational

reading from students is indicative of the success of this practicum.

Recommendations

The writer believes that the following recommendations will enable other educators to improve their students' recreational reading attitudes and habits.

1. Expose students to a plethora of literature based on interest inventories. Students will be motivated to engage in reading based on their specific interests.
2. The thematic units utilized in this practicum are adaptable to all grade levels. The writer believes that students become motivated and enthusiastic about reading when thematic teaching is implemented.
3. When utilizing a thematic approach, allow students to engage in activities for more than one month per theme. Often, various themes involve more activities than others.
4. Educators should attempt to involve parents in the process to modify negative attitudes toward reading. Parental involvement is paramount to children's success in reading.
5. Educators need to model reading in the classroom and emphasize the importance of recreational reading. To modify negative reading attitudes and habits, it is vital to encourage students to choose their own literature to read and to allow time in school for recreational reading.

6. Educators and parents need to encourage young readers to reflect their feelings about the literature they have perused. Through oral and written expression, individuals become motivated to launch into reading independently. As a result, these young readers will proliferate into life-long readers.

Dissemination

The writer has involved a team-teacher in implementing components of this practicum. For instance, the writer has worked collaboratively to integrate thematic teaching into the Dual-Language Program. Although the writer's team-teacher did not implement every activity to each theme, the writer did expose this educator to all of the themes.

The writer will continue to implement thematic teaching into the curriculum in the future. The writer recommended to the administration that thematic teaching be implemented at the primary level in the future. Subsequently, the administration has concurred with this approach and has required the entire faculty to implement themes and topics into the curriculum next year.

Following the approval of this report, the writer intends to provide faculty members with possible solutions to improve students' attitudes and habits toward recreational reading. Through an oral presentation, the writer will present plausible themes and recapitulate this

practicum experience. The administration and faculty will have access to this practicum report in the school library.

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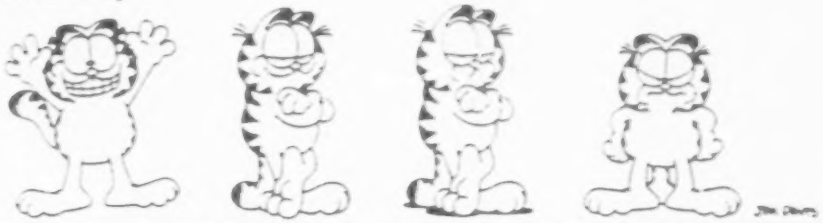
Appendices

Appendix A

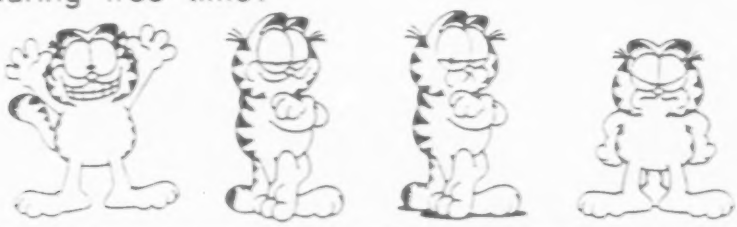
ELEMENTARY READING ATTITUDE SURVEY

School_____ Grade___ Name_____

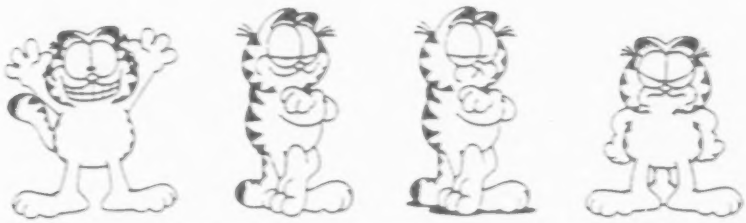
1. How do you feel when you read a book on a rainy Saturday?



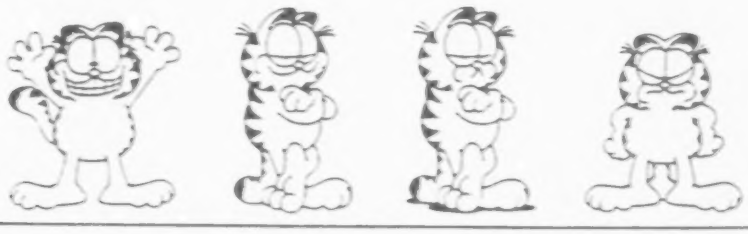
2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



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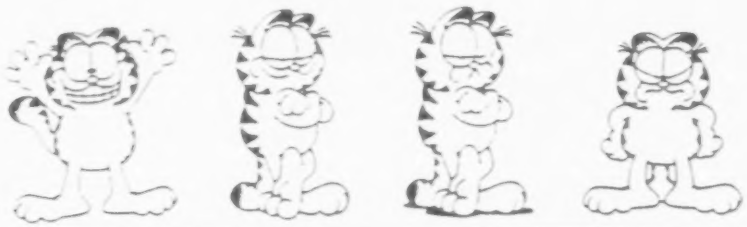
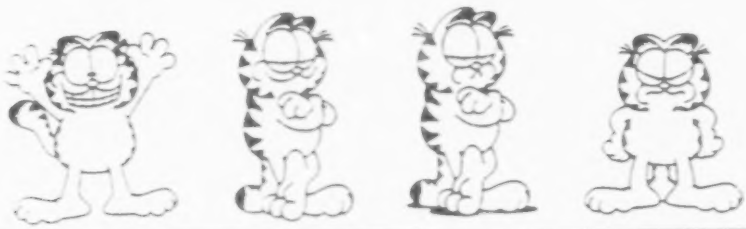
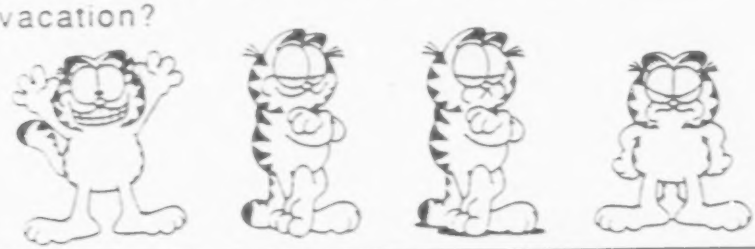
5. How do you feel about spending free time reading?



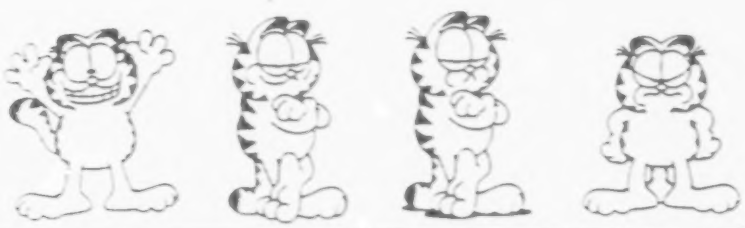
6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



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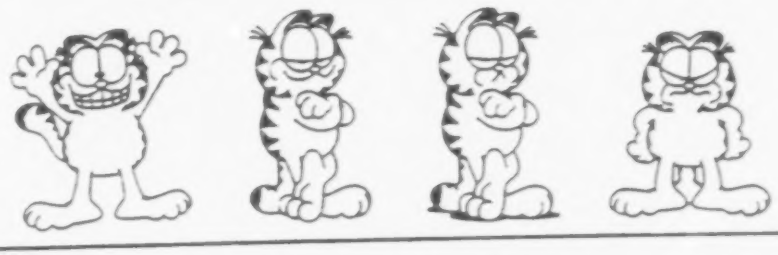
9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?

Permission is granted to use this testing instrument.

McKenna & Kear (1990).

Elementary Reading Attitude Survey
Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide		
4	points	Happiest Garfield
3	points	Slightly smiling Garfield
2	points	Mildly upset Garfield
1	point	Very upset Garfield

Recreational reading		Academic reading	
1.	_____	11.	_____
2.	_____	12.	_____
3.	_____	13.	_____
4.	_____	14.	_____
5.	_____	15.	_____
6.	_____	16.	_____
7.	_____	17.	_____
8.	_____	18.	_____
9.	_____	19.	_____
10.	_____	20.	_____
Raw score:	_____	Raw score:	_____

Full scale raw score (Recreational + Academic): _____

Percentile ranks	
Recreational	
Academic	
Full scale	

Appendix B

Parent Home Reading Survey

Directions: Please read each question or statement carefully and choose the best response that relates to your home environment. Place an (X) next to the approximate response. Please return this survey with your child as soon as possible. Thank you for your cooperation.

1. How often does someone in the home read to the child?
   _____ once daily
   _____ 2-3 times a week
   _____ once a week
   _____ never

2. How often does someone in the home listen to your child read?
   _____ once daily
   _____ 2-3 times a week
   _____ once a week
   _____ never

3. We as parents or caregivers enjoy reading in the home
   _____ once daily.
   _____ 2-3 times a week.
   _____ once a week.
   _____ once a month.

4. We as parents or caregivers take our child to the public library
   _____ once a week.
   _____ once every 2 weeks.
   _____ once a month.
   _____ never.

5. When my child wants to read, there is a quiet place for reading in the home
   _____ all of the time.
   _____ most of the time.
   _____ occasionally.
   _____ never.

Developed by the writer.

Encuesta De Lectura De Los Padres

Direciones: Por favor leen y contestan la pregunta o la declaración lo mejor que pueden. Pon un (X) acerca de la respuesta que mejor describe su medio ambiente de su casa. Por favor regresan esta encuesta con su hijo (a) lo mas rapido que pueden. Gracias por su cooperación.

1. ¿Cuántas veces leeriá alguien para el nino (a) en la casa?
   _____ cada diá
   _____ 2 o 3 veces por la semana
   _____ una vez cada semana
   _____ nunca

2. ¿Cuántas veces escuchará su hijo (a) leer en la casa?
   _____ cada diá
   _____ 2 o 3 veces por la semana
   _____ una vez cada semana
   _____ nunca

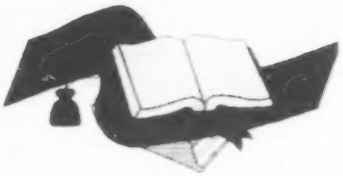
3. Nosotros, los padres, encantamos leer en la casa
   _____ cada diá.
   _____ 2 o 3 veces por la semana.
   _____ una vez cada semana.
   _____ una vez cada mes.

4. Nosotros llevamos el niño (a) a la biblioteca
   _____ cada semana.
   _____ una vez por 2 semanas.
   _____ una vez cada mes.
   _____ nunca.

5. En nuestro casa hay un lugar de silencio donde puedes leer en paz
   _____ siempre.
   _____ casi todo el tiempo.
   _____ de vez en cuando.
   _____ nunca.

Escrito de la autora.

Appendix C



KID GRAPH

Directions: Color in the squares for the amount of minutes spent in recreational reading each day. Ask your parents to sign their name on the line below showing that they have checked the amount of time you have spent reading.

15 min							
14 min							
13 min							
12 min							
11 min							
10 min							
9 min							
8 min							
7 min							
6 min							
5 min							
4 min							
3 min							
2 min							
1 min							
	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.

My child has read the actual amount of time noted on the graph _____

Developed by the writer.

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Appendix D

Interest Inventory

Directions: Please follow along as your teacher reads each question for you. Write your answers below each question. As a class, we will discuss your answers after everyone has completed all the questions.

1. What is your favorite animal?

2. What are your hobbies?

3. What type of stories do you like to read? For example, funny, scarey, real, or make-believe.

4. What is your favorite sport?

5. What is your favorite television show?

6. What do you like to do when you are with your friends?

Developed by the writer.

Appendix E

THEMATIC RESOURCES

THEMES

GROWING UP

Authors	Books
Aliki	I'm Growing
Berenstain, Stan & Jan	The Berenstain Bears and the Messy Room
Blakeslee, Mary	It's Still Tough to be a Kid
Cleary, Beverly	Muggie Maggie
Cummings, Pat	Clean Your Room, Harvey Moon!
Hoban, Lillian	Arthur's Loose Tooth
Hutchins, Pat	Happy Birthday, Sam
Hutchins, Pat	You'll Soon Grow into Them Titch
Reilly Giff, Patricia	Ronald Morgan Goes to Bat
Ross, Pat	Molly and the Slow Teeth

BEST FRIENDS

Aliki	We are Best Friends
Bennett, Lee	Best Friends (Poems)
Berenstain, Stan & Jan	The Berenstain Bears and the Trouble with Friends
Bryan, Ashley	Why Frog and Snake Can't be Friends
Delton, Judy	Two Good Friends
Jin, Sarunna	My First American Friend
Thayer, Jane	The Puppy Who Wanted a Boy
Rylant, Cynthia	Henry and Mudge
Waber, Bernard	Ira Says Goodbye
Waber, Bernard	Ira Sleeps Over

HUMOR

Allard, Harry	Miss Nelson Has a Field Day
Allard, Harry	The Stupids Step Out

Blume, Judy	Freckle Juice
Brown, Marc	Arthur's Teacher Trouble
Edwards, Frank & Bianchi	Grandma Mooner Lost Her Voice
Lee, Dennis	Alligator Pie (Poems)
Munsch, Robert	Thomas' Snowsuit
Munsch, Robert	Pigs
Parish, Peggy	Amelia Bedelia
Pulver, Robin	Mrs. Toggle's Zipper

DINOSAURS

Aliki	Dinosaur Bones
Barton, Byron	Dinosaurs, Dinosaurs
Berenstain, Michael	Tyrannosaurus Rex
Cauley, Lorinda	Trouble with Tyrannosaurus Rex
Curran, Eileen	Home For a Dinosaur
Hoff, Syd	Danny and the Dinosaur
McKinnon, Judith	Long Long Ago
Reilly Giff, Patricia	In the Dinosaur's Paw
Prelutsky, Jack	Long Gone
Spanjian, Beth	Baby Stegosaurus

ALL ABOUT ME

Alexander, Martha	Move Over, Twerp
Brown, Marc	Arthur's Nose
Carlson, Nancy	I Like Me
Johnson, Crockett	A Picture of Harold's Room
Kressler, Leonard	List One is a Rotten Egg
Lester, Helen	A Porcupine Named Fluffy
Viorst, Judith	Alexander and the Terrible Horrible, No Good, Very Bad Day
Pellowski, Michael	Benny's Bad Day
Waber, Bernard	Lovable Lyle
Zolotow, Charlotte	I Like to be Little

CAREERS

Berenstain, Stan & Jan	Berenstain Bears Moving Day
Berenstain, Stan & Jan	Berenstain Bears Go to the Doctor
Bridwell, Norman	Clifford Gets a Job
Byars, Betsy	Cartoonist
Gibbons, Gail	Fill it Up
Gibbons, Gail	Department Store
Munsch, Robert	Angela's Airplane
Munsch, Robert	Fire Station
Rylant, Cynthia	Mr. Gigg's Work
Wise Brown, Margaret	Little Fireman

MEXICAN LITERATURE

Baylor, Byrd	Amigo
Behrens, June	Fiesta! Cinco de Mayo
Griego, Margot	Tortillitas Para Mama and other Nursery Rhymes
Haskins, Jim	Count Your Way Through Mexico
Hicks, Peter	The Aztecs
Lye, Keith	Take a Trip to Mexico
McConnie Zapater, Beatriz	Fiesta!
Moran, Tom	A Family in Mexico
Palacios, Argentina	Viva Mexico
Winter, Jonah	Diego

ZOO ANIMALS

Bond, Michael & McKee, David	Paddington at the Zoo
Cowcher, Helen	Antarctica
Freeman, Dan	Corduroy
Meadows, Graham	Animals Talk, Too
Milne, A. A.	The House at Pooh Corner
Williams, Margery	The Velveteen Rabbit
Wildsmith, Brian	Animal Games
Waber, Bernard	Lyle, Lyle, Crocodile
Schweninger, Ann	Off to School
Silverstein, Shel	Giraffe and a Half

Appendix F

READING SEMINAR

TO: Parents

FROM: Second-Grade Faculty

RE: Recreational Reading Seminar

The parents of students in second grade are invited to attend a seminar about the importance of recreational reading. Often parents inquire about what they can do to nurture their child's reading development. This year one of the second-grade faculty members will provide a reading seminar to inform parents of strategies that will foster family literacy and improve their child's attitude toward reading. This seminar will take place during open house in your child's classroom. Attending this seminar may be benefical for your child's reading development. All parents are encouraged to attend.

Thank you for your continued support.

Seminario de Lectura

Para: Los Padres

De Parte de: Los maestros del segundo grado

Con respecto a: El seminario de lectura de recreativo

Los padres de los estudiantes del segundo grado están invitados a asistir una reunión sobre la importancia de lectura recreativa. Frecuentemente los padres quie ren saber como pueden criar abilidades de lectura en su hijo (a). Este año una maestra del segunda grado presentará un seminario de lectura explicando estratégias que fomenten alfabetismo en la familia y que mejoren la actitud del niño (a) de lectura. Esta reunión se llevara acabo durante la recepción general (open house) en el salón de su hijo (a). La asistencia de esta reunión sera beneficiosa del crecimiento y las habilidades de lectura de su hijo (a). Esperamos que puedan asistir.

Gracias por su soporte.

Appendix G

Dear Marlyn Small: 6/28/95

I am writing you today because I would like to request permission to include three issues of "A Family Guide to Reading Together" in a practicum report. I am a doctorate student at Nova Southeastern University, and I'm currently working on a major practicum.

This practicum is entitled Improving Attitudes and Habits Toward Recreational Reading in Second Graders by Thematic Teaching. At the beginning of this year, Scholastic sent me several copies of the first three issues. Since then I have distributed them to the parents of my second-grade students. Because parent involvement is an essential component to children's success in reading, I believe it is paramount to include these issues in my practicum report.

The practicum report focuses on students' attitudes toward reading. Parental involvement is necessary to improve students' attitudes toward recreational reading. I would like to include your publication in an appendix ~~in~~ my report.

If permission is granted, it is a requirement for Scholastic to write a letter stating permission is granted to include these issues in my practicum report.

I appreciate your time and look forward to hearing from you. Please respond ASAP in notifying me whether permission is granted to utilize your publication.

Please send permission letter or denial letter to the following address:

Kathleen Meleskie-Lippert
129 East Cornwall Drive
Crete, Illinois 60417

Phone Number: 708-672-6356

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Thank you very much for your time and attention.

PERMISSION GRANTED
7/21/95

ACKNOWLEDGE: TITLE, AUTHOR, PUBLICATION, YEAR.
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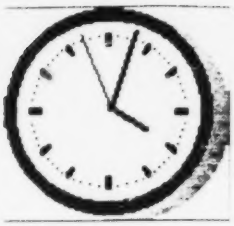
Ayúdele a su hijo: Lea con el!

Seis razones para que lea con su hijo:

1. Leyendo con su hijo le dice: Me gusta estar contigo!
2. Leyendo juntos o contando cuentos les ayuda comunicarse mejor con otros!
3. Leyendo con su hijo es divertido! Pueden ser curiosos, serios, o tristes - juntos.
4. Leyendo de voz alta le ayuda a su hijo escuchar mejor. Niños que escuchan bien aprenden mucho!
5. La lectura permite que su hijo use la imaginación, aprender ideas nuevas, y le ayuda ser pensador crítico.
6. Leyendo en la casa le da a su hijo una aventaja: los niños son lectores mejores si leen frecuentemente.

Maneras de leer de voz alta:

- Use mucha expresión cuando lea de voz alta. Diviertase con el cuento y con los personajes del cuento. Use diferentes voces para cada personaje.
- Permita que su hijo le haga preguntas. Lo más curioso que sea su hijo de lo que usted le está leyendo, lo más que aprende.
- Practique el cuento antes de leer.
- Tenga en cuenta el interés de su hijo cuando este leyendo en voz alta. Si su hijo pierde el interés, haga el cuento más corto o busque otro cuento para leer.



¡Son una familia de lectores!

10 maneras para encontrar 15 minutos para leer cada día

1. Licencia para leer: En viajes de carro, busque las placas con palabras y digale a su hijo que se las lea o que le lea los nombres de los varios estados. Pregúntele que le lea los letreros o los nombres de las calles.

2. Mejor que la televisión: Lea un libro con mucha acción y aventura en lugar de ver la televisión.

3. Mire y escuche: Está muy cansado para leer un cuento? Varios libros están grabados en cinta. "Lean" un cuento en cinta y volteen las páginas juntos.

4. Rótulo, rótulo, rótulo: Camine por la recamara de su hijo y haga que nombre cada objeto. Escriba usted el nombre de cada cosa y péguelo sobre el objeto. Lean cada rótulo y agreguen más cada vez que jueguen juntos.

5. Empaque un bocadillo, empaque un libro: Cuando vaya a un lugar con su hijo y seanticipa una espera larga - como en la oficina del doctor o en el aeropuerto - empaque una bolsa con cuentos favoritos!

6. Receta para leer: Solamente se necesitan tarjetas con recetas! Escriba sus recetas en unas tarjetas y lea las con su hijo cuando está cocinando.

7. Llama a la casa: Trabaja de noche o no puede dejar el trabajo a tiempo? Lleve algunos libros al trabajo y llama a su hijo por teléfono cuando tenga algún tiempo libre para leer un cuento corto!

8. Vaya de compras y lea: Lea los letreros en el mercado o en la tienda de ropa. Deje que su hijo le ayude cortar cupones del periódico.

9. Bolsa de Lectura: Ponga cosas interesantes en sus bolsas. Puede ser una caricatura, un artículo del periódico, o una tarjeta de ocasión especial. Deje que su hijo se la lea cuando regrese usted a la casa.

10. Más tarde, por favor!: Cuando su hijo no se quiere dormir, dejelo que lea un libro por 15 minutos!

Guía Familiar Publicación #2

La Familia Es la Fundación Fundamental

En Un reportaje recientemente publicado titulado "Familias Fuertes, Escuelas Fuertes" el Secretario de Educación Sr. Richard Riley enfatizó que el "punto de principio de la educación Americana es la esperanza de los padres y el compromiso paternal." "La lectura diaria," según el estudio, es uno de los tres pasos básicos que puede hacer una gran diferencia.

10 Maneras de Compartir el Tiempo de Lectura Familiar

Usted no necesita mucho tiempo o toneladas de libros para poder tener el tiempo de lectura familiar. Lo único que necesita son 15 minutos. Aquí están algunas estrategias para hacer el tiempo de lectura con sus hijos y para pasarles el mensaje: La Lectura Es Importante!

1. **TIEMPO DE JUGAR:**
   Jugando un juego de tablero provee una oportunidad ya lista para la lectura. Leer las instrucciones y seguirías ayuda a que su niño desarrolle conocimientos que valen la pena y a la misma vez disfrutar de un buen tiempo.

2. **UN SABOR DE MENUS:**
   Cuando sea la hora de comer, traten de leer los menús juntos - en los restaurantes, y los lugares de comidas ligeras, o cuando tengan que ordenar comida por teléfono.

3. **DEJE QUE SUS DEDOS LEAN:**
   Cuando su hijo quiera llamar a un amigo o mandar por correo alguna carta o postal usen el libro telefónico juntos para encontrar los nombres, teléfonos, y domicilios. Durante este tiempo también es buena idea de hablar sobre los números telefónicos de emergencia.

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4. **MARQUE LO TERMINADO:**
   Hagan una gráfica de las diferentes responsabilidades y actividades diarias de su hijo, esto ayudara a establecer una rutina y lean juntos también. Haga que su hijo lea y marque cada actividad que a terminado.

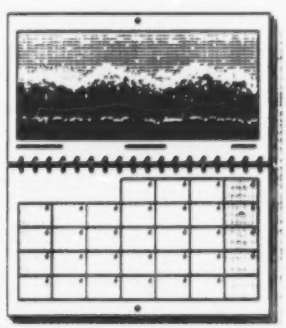
5. **LTV SIGNIFICA LEYENDO TELEVISION:**
   Enseñeles a sus hijos a que usen la guía de televisión para ver lo que están dando y si vale la pena ver la T.V. Si no están pasando nada de interés digale a su hijo que puede seleccionar un libro par leer juntos.

6. **QUE HAY DE NOTICIAS?**
   Si su hijo recibe una revista en la escuela preguntele sobre las cosas de las cuales a leído. O también pueden sentarse juntos a leer el periódico local algunas historias de interés.

7. **RECUERDOS FAMILIARES:**
   Cuando su hijo reciba alguna tarjeta especial o cualquier otro recuerdo pueden comenzar a hacer una libreta de recuerdos. Haga que su hijo le lea cada vez que va a añadir algún recuerdo en su libreta.

8. **CUIDADO DE MASCOTAS:**
   Si su hijo está interesado en tener un mascota puede sugerirle primero leer sobre el animal que le interese. También lean las instrucciones de los productos de cuidado para los animales.

9. **ES MAS QUE SOLAMENTE UNA FECHA:**
   Cuantas veces al año su hijo le hace la pregunta sobre su fecha de cumpleaños? Establezca un hábito de lectura de calendario diario. O también pueden hacer un calendario personal y llenarlo con las fechas de los cumpleaños de todos los miembros de la familia y otros eventos especiales.



10. **SIMPLEMENTE POR EL GUSTO DE HACERLO:**
    No hay razones mas importantes que la de leer simplemente por el gusto de hacerlo. Compartiendo algún cuento o alguna caricatura es una buena manera de empezar.

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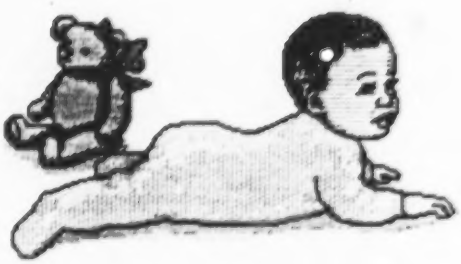
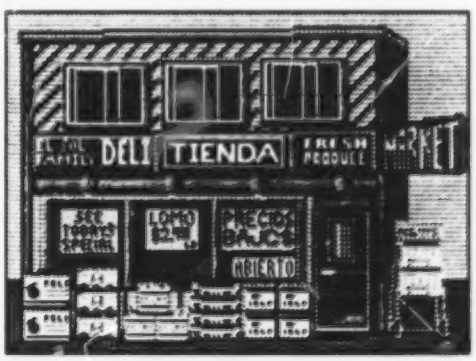
¿POR QUE CELEBRAR LA LECTURA?



¿Recuerda Usted la primera palabra de su hijo/hija? Fue uno de los grandes momentos, lleno de emoción. Y esto fue solo el comienzo. Su entusiasmo con el cual respondió a esos primeros esfuerzos de sus hijos ayudo para que sus hijos aprendieran a hablar. Y ahora solo unos años después, su hijo esta comenzando a leer y a escribir. Demostrando su emoción por este conocimiento ayudara de la misma manera. Tomando tiempo para leerles a sus hijos ayudara para que un lector principiante se convierta en un buen lector. Estos acontecimientos son causa para una celebración.

La meta del programa "**Leyendo Juntos: ¡Hazlo Una Tradición Familiar!**", ha sido para animar y celebrar la lectura familiar. Esta Tercera y final guía del año escolar 1994-95 está llena de ideas para hacer una celebración gigantesca.

Ustedes encontraran muchas oportunidades para leer juntos con sus hijos. Simplemente fijándose en su alrededor. Las oportunidades para leer están por todos los lados...los signos en los caminos, en el correo, en los pasillos del supermercado, hasta en la televisión. Pero, claro que la mayoría de las familias todavía prefieren sentir ese calido y buen sentimiento que sienten al leer juntos antes de ir a dormir. Por esta razón , como muchas de nuestras familias nos han dicho, es razón suficiente para celebrar!



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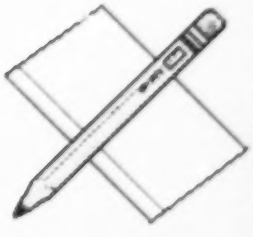
La Lectura Está En Todo Su Alrededor

El Leer no significa solamente libros, revistas, y no solamente tiene que tomar parte en una escuela, biblioteca, o en una silla cómoda. Usted puede convertir casi cualquier situación en una experiencia de lectura. ¡La Lectura está en todos lados!

Las Palabras en Ruedas
Nombres y signos en camiones, los anuncios en los autobuses y en los subterráneos de trenes, las placas de licencia en los carros, todos estos y mas pueden servir como recursos para la lectura mientras están viajando o fuera de casa.

Al Despertar a las Palabras
Las cajas de cereales, están cubiertas de mensajes nutricionales y promocionales, ésto ofrece muchas buenas oportunidades para la lectura de la mañana.



Palabras Mientras Caminan
Digale a su hijo/hija que apunte los diferentes signos que vean mientras caminan en la vecindad y también discutan el significado de estos signos y para que son. Cuando llegan a sus casas pueden ayudar a sus niños a que hagan un signo para su dormitorio.

Palabras que se Pueden Poner
Pueden hacer un juego de leer los mensajes o palabras que vean en las camisetas, sudaderas, las cachuchas de béisbol, chaquetas y cualquier otra ropa casual que usa la gente.

Palabra en Hielo
Cada vez que su niño traiga una nota o papel de la escuela lean lo juntos antes de colgarlo en el refrigerador.